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important for every teacher in these institutions to read. There is a somewhat undue emphasis in the early pages on Greek and Roman education.

Professor Whipple's chapter on adolescence summarizes the material which has been discussed by various writers since the time of Hall in such a way as to make clear the physiological and psychological characteristics of this period.

Among the chapters on special subjects is one on industrial education which will undoubtedly command attention because of the significance of this type of work at the secondary level. This chapter was written by Mr. Richards, director of the Cooper Union. There is also a chapter on art in education by Professor Dewey.

The book will undoubtedly be used as a textbook in institutions which are preparing secondary-school teachers, especially in state universities where the problem of training such teachers has come to be one of the important functions of the institution.

C. H. J.

A Study of Foods. By RUTH A. WARDALL and EDNA N. WHITE. Boston: Ginn & Co., 1914. Pp. 174. \$0.70.

This is a very concise little book, quite elementary in character but presenting accurate information. The treatment is of a conventional type, the most distinguishing characteristic being a greater emphasis on problems involving the cost of food materials.

As is usual with most books on food, Miss Wardall and Miss White have combined a laboratory manual and textbook material. In attempting to cover the entire problem of food and its preparation in 115 pages it is quite evident that much supplementary work must be given by the teacher in order adequately to consider the problems presented. While the supplementary reading suggested would supply most of this material, the books in many cases are far too advanced for students using so simple a text.

In a secondary school where no other science work is given, the book offers too little explanation of the general science problems involved in the preparation, preservation, and sanitation of foods. For a school offering science work it is too elementary in treatment.

While the laboratory exercises suggested under each subject are quite comprehensive in some cases, they frankly ignore general principles in others. For example, in the chapter on fruits and vegetables no general laws for cooking are developed, and the principles of jelly-making can be found only through supplementary reading.

It is to be regretted that the space given to food requirements and selection was not doubled at least, as an adequate presentation of this valuable phase of the food problem is one of the needs of high-school texts.

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